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ABSTRACT

This collection contains papers dealing with contemporary issues in and techniques for justifying and promoting home economics education. The following papers by Susan F. Weiss are included: "The Trend of Power Decentralization," "Entrepreneurship," and "Working Successfully with an Advisory Committee." Catherine T. Love wrote the following papers for the collection: "The Need for Effective Communication," "The Quality of Education," "The Impact of Unemployment on Home and Family Life," "Energy Conservation," "Changes in Family Form," "Female Career Development," "Public Relations," and "Trade-Offs and Pay-Offs." The following papers are also included: "The Impact of Increased Fitness Concerns on Nutrition in the Family," by Katherine Smalley; "Teenage Pregnancy," by Eileen McDaniel; "Economic Literacy" and "Impact of Advanced Technology on the Home and Daily Life," both by Ellen Carlos; "Needs Assessment," by Jan Tucker; and "Networking for a Comprehensive Program," by Dorothy E. Pomraning. Figures and reference lists are included, as well as five sample questionnaires regarding needs assessment. (MN)

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# Communicating the Contributions of Home Economics Education

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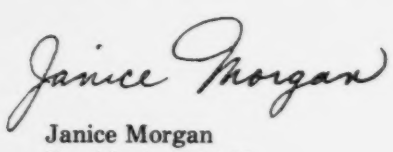
As with most projects we undertake, we could not have accomplished this one without the support of family. With deep gratitude we recognize the sacrifice and patience our families have given to make this manuscript possible.

# FOREWORD

*Communicating the Contributions of Home Economics Education* is a compilation of ideas for informing others about the contributions home economics education is making to today's families and communities. It is not intended to be a complete reference dealing with program promotion, but its purpose is to provide home economics educators with ideas that they might use in developing an ongoing rationale for their specific programs. This monograph should be helpful to inservice and prospective teachers, as well as administrators, supervisors and related specialists.

The Home Economics Education Association is grateful to Cathleen Love and Susan Weis for their time, effort and expertise in writing, compiling and editing this monograph. We also are appreciative of the contributions made by Katherine Smalley, Eileen McDaniel, Ellen Carlos, Jan Tucker and Dorothy Pomraning. Members of the Executive and Publications Committees of HEEA are thanked for their review of the manuscript prior to its final revision.



Janice Morgan
President, 1983-85

# TABLE OF CONTENTS


Page

ACKNOWLEDGEMENTS ..... i

FOREWORD ..... i

CHAPTER 1. INTRODUCTION ..... 1
The Trend of Power Decentralization ..... 1
*Susan F. Weis*
The Need for Effective Communication ..... 2
*Cathleen T. Love*

CHAPTER 2. CONTEMPORARY ISSUES: JUSTIFICATION FOR HOME ECONOMICS EDUCATION ..... 5
The Quality of Education ..... 5
*Cathleen T. Love*
The Impact of Increased Fitness Concerns on Nutrition in the Family ..... 8
*Katherine Smalley*
The Impact of Unemployment on Home and Family Life ..... 9
*Cathleen T. Love*
Teenage Pregnancy ..... 10
*Eileen McDaniel*
Energy Conservation ..... 11
*Cathleen T. Love*
Changes in Family Form ..... 11
*Cathleen T. Love*
Female Career Development ..... 12
*Cathleen T. Love*
Economic Literacy ..... 12
*Ellen Carlos*
Entrepreneurship ..... 14
*Susan F. Weis*
Impact of Advanced Technology on the Home and Daily Life ..... 14
*Ellen Carlos*

CHAPTER 3. TECHNIQUES FOR PROGRAM PROMOTION ..... 18
Public Relations ..... 18
*Cathleen T. Love*
Needs Assessment ..... 21
*Jan Tucker*
Working Successfully with an Advisory Committee ..... 35
*Susan F. Weis*
Networking for a Comprehensive Program ..... 38
*Dorothy E. Pomraning*
Trade-offs and Pay-offs ..... 40
*Cathleen T. Love*

# CHAPTER 1. INTRODUCTION

Faced with decreasing enrollments and severe budget cuts, administrators sometimes have to make decisions about eliminating programs. Home economics teachers should be prepared to communicate, to both administrators and the community, the value of home economics education. An important part of being accountable to the publics we serve is keeping people informed of the contributions home economics education can make and is making to the education of youth today.

When public education began in the United States, the country was made up of settlements, villages, and cities where everyone knew everyone (Goldsmith, 1954). The kind of education and the kind of values that children received were dictated by the community in very direct ways (Senesh, 1977). Program promotion was usually unnecessary.

Schools today are separated from the home. Communication between schools and their communities is often limited. Lack of communication is a problem for most subject matter disciplines in schools, but especially for home economics. Because concern for the family is at the core of all home economics subject matter, home economics teachers need to be cognizant of the characteristics and needs of their students' families and in turn, show how their programs directly benefit families.

Another priority for the schools, according to Boyer (1984), is to help students "learn about themselves, the human heritage, and the interdependent world in which they live" (p. 20). He stresses the need for a curriculum based on human experiences common to all people.

Futurists and trend predictors have recently discovered the idea of the global village, but home economists have had a long-standing concern for world interdependence. Examples are Ray's (1970) article on time-binding values, "Professional Involvement in Education," Wallace's (1974) discussion of quality of life for all in "Quality of Life," and Hook and Paolucci's (1970) presentation of approaches for helping students understand the interdependence of people and their environment, "The Family as an Ecosystem." These articles, as well as many others, have been read and discussed by home economics teachers for years. The interdependence of people is an integral part of the home economics program.

Boyer's (1984) request that schools help students develop the "ability to bring together information from ideas across the disciplines, organize their thought, reach conclusions and, in the end, use knowledge wisely" (p. 22) are goals of the home economics program. Students are encouraged in home economics to make applications of knowledge from many disciplines (Carr, 1984). Henderson developed the illustration which follows to show that home economics addresses the perennial problems of home and family living and draws upon a variety of disciplines to do so (Fleck, 1974).

## THE TREND OF POWER DECENTRALIZATION

*Susan F. Weis*

Presently, our country is shifting the level of decision making and policy formation from the federal to the local level. This shift, called decentralization, is related to President Reagan's administrative philosophy and is seen by Toffler (1980) and other futurists (Hamilton, 1981) as a necessary shift of a post-industrial society. This necessity for decentralization is based on the supply of natural and economic resources. Decisions regarding these resources are believed to be better when made locally by the persons whose lives and livelihoods are directly affected. The psychological alienation of individuals caused by centralized power is believed to decrease as power is decentralized (Hamilton, 1981). It is hoped that decentralization will renew a psychological sense of personal control, connectedness or rootedness; restore community spirit and closeness; and enhance the meaning and value of stable homes and families. Some believe that eventually power decentralization will draw people to smaller population centers and enable local governments to allocate resources for agriculture, industry, and business.

This decentralization of power will not occur easily or quickly. It will occur in social shudders as our systems adjust (Toffler, 1980). Involvement in long-range planning is an initial step. It will mean local representatives will be making tough decisions, often between two "right" sides, as in the recent rash of school closings. It will mean that some businesses or industries will not be able to gather the resources needed to get underway or to expand because land or capital or human resources will not be available. But it will mean that individuals, families, and communities will have more to say about education, and enhanced public involvement in educational programs will facilitate school-community interaction.

## THE NEED FOR EFFECTIVE COMMUNICATION

*Cathleen T. Love*

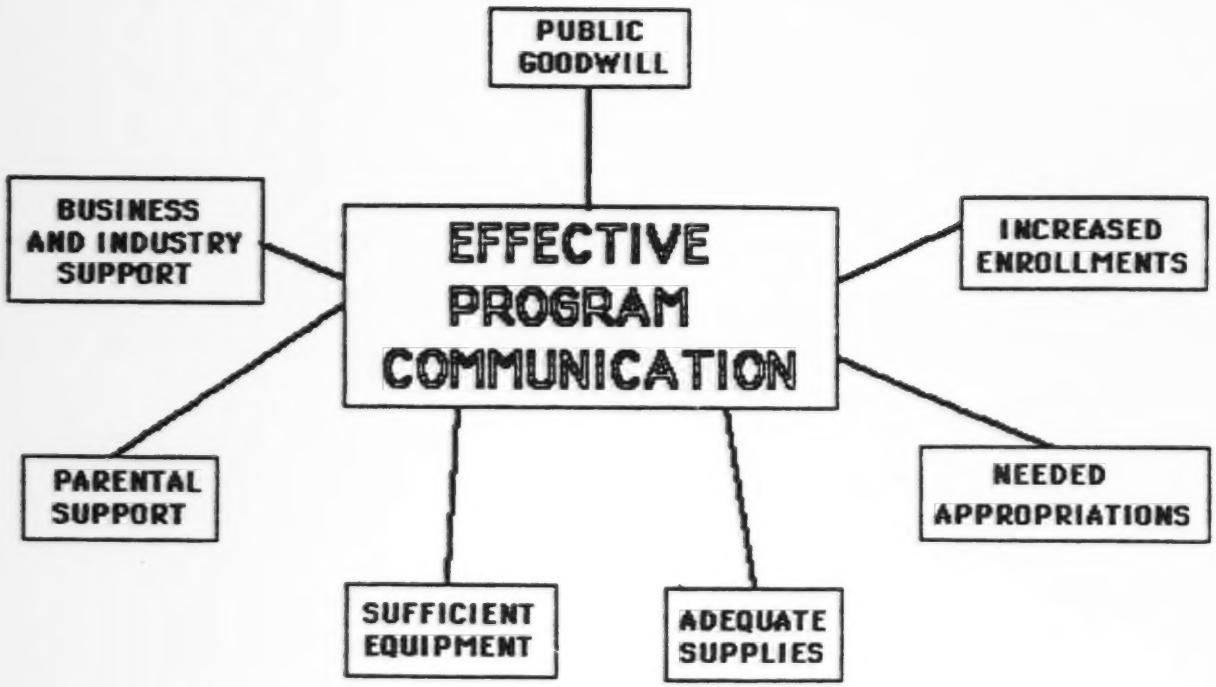
Public interest in education is at a peak. A variety of reports on the status of education such as, *A Nation At Risk: The Imperative for Educational Reform* (The National Commission on Excellence in Education, 1983), and *Making the Grades* (Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983) have indicated there is a need to increase requirements in math, science, communications, and computer science. Home economics and other electives have sometimes been labeled "frills." Parents, school administrators, and counselors may be steering students away from these courses.

Public attitudes do have an effect on educational programs, and rightly so. Public schools belong to the public and exist to serve it. The public decides what it wants from the schools and the schools respond (Commager, 1976). The success of a home economics program depends on community attitudes and the willingness of community members to give support.

Communication with various publics about the home economics program is not a question of "do we" or "don't we." There is no choice. An effective relationship with the community assures support for the home economics program. To establish an effective relationship, contact with the public is essential.

Contact with the public is often labeled public relations. But, to inspire public confidence, that contact must focus on issues of substance and quality in the home economics program and accurately reflect contributions of the program to individuals and families in the community, state, and nation. Recently, *Forecast for Home Economics* reported that the state supervisors of home economics felt that home economics teachers needed to be more assertive in showing people what they are accomplishing; that is, they needed to do a better job of public relations (Mead, 1984). As illustrated in the following figure, public confidence can benefit a program in many ways.

# EFFECTIVE PROGRAM COMMUNICATION




This figure illustrates some of the benefits of maintaining effective communication with the community about one's program. It is important to note that home economics programs do communicate a message to the community by their very existence. Making the communication effective for the home economics program is the key. Home economics teachers must continue to work hard to project a positive image of home economics in each community. The benefits, including business and industry support, parental support, and increased enrollments, will be well worth the effort.

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# CHAPTER 2. CONTEMPORARY ISSUES: JUSTIFICATION FOR HOME ECONOMICS EDUCATION

Home economics has received little positive publicity in the national reports on education such as *A Nation At Risk: The Imperative for Education Reform* (The National Commission on Excellence in Education, 1983). President Reagan asked, on national television, why students should receive credit for "Bachelor Life." Home economics teachers need to be confident and ready in their responses to such criticisms, however indirect they may be. Why should students receive credit for home economics courses?

## THE QUALITY OF EDUCATION

*Cathleen T. Love*

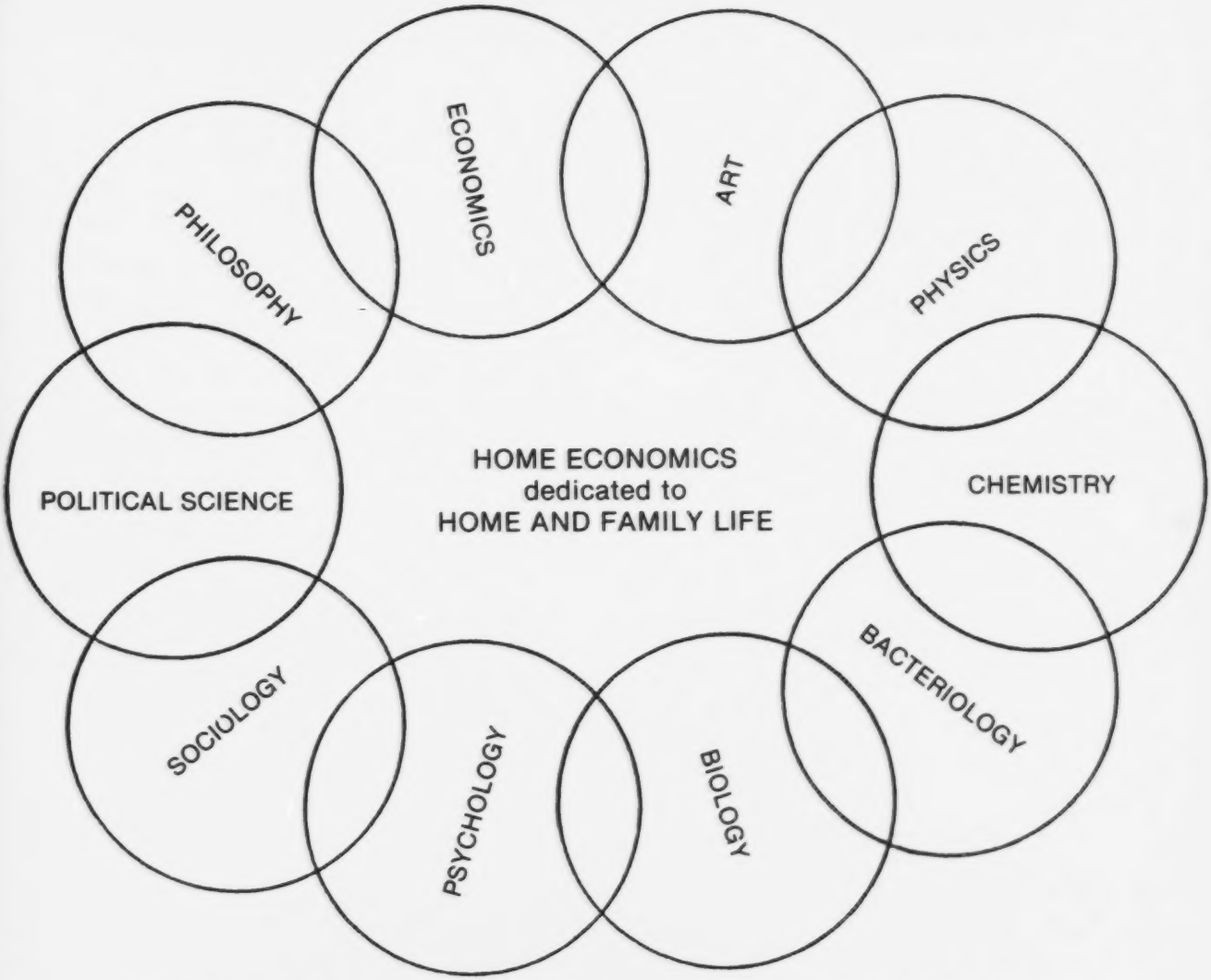
Boyer (1984), in his article, "Clarifying the Mission of the American High School," says one of the priorities of the schools must be to help students learn to think critically. This is a particularly important rationale for offering credit for home economics education courses. Brown and Paolucci (1978) wrote about the role of home economics education in stimulating critical thinking at least five years before any of the recent national reports on education were published. Curriculum guides such as *Am I Obligated to be Well-Nourished?* (Byrd-Bredbenner and Mayer, 1981), *The Parenting Decision* (Hultgren and Goosens-Conlon, 1981), and *Am I Obligated to Conserve Energy?* (Dinkins, 1981) are examples of curriculum guides which have focused on critical thinking. Several states have developed curriculum guides which emphasize critical thinking in home economics too. Examples include Wisconsin's *Home Economics Guide for Curriculum Development, Grades 6-12* (Wisconsin Department of Public Instruction, 1985) and Ohio's *Practical Action Curriculum Guide* (Ohio State Department of Education 1983).

Home economics teachers must be assertive in informing the community that critical thinking is a part of the curriculum. Sirotnik and Oakes (1981) explain that the "particulars of schools and the people in them do differ and these differences are powerful mediating influences on educational practice" (p. 171). It is important to communicate about general trends in home economics but also about the nature of the program in one's own location.

Another priority for the schools, according to Boyer (1984), is to help students "learn about themselves, the human heritage, and the interdependent world in which they live" (p. 20). He stresses the need for a curriculum based on human experiences common to all people.

Futurists and trend predictors have recently discovered the idea of the global village, but home economists have had a long-standing concern for world interdependence. Examples are Ray's (1970) article on time-binding values, "Professional Involvement in Education," Wallace's (1974) discussion of quality of life for all in "Quality of Life," and Hook and Paolucci's (1970) presentation of approaches for helping students understand the interdependence of people and their environment, "The Family as an Ecosystem." These articles, as well as many others, have been read and discussed by home economics teachers for years. The interdependence of people is an integral part of the home economics program.

Boyer's (1984) request that schools help students develop the "ability to bring together information from ideas across the disciplines, organize their thought, reach conclusions and, in the end, use knowledge wisely" (p. 22) are goals of the home economics program. Students are encouraged in home economics to make applications of knowledge from many disciplines (Carr, 1984). Henderson developed the illustration which follows to show that home economics addresses the perennial problems of home and family living and draws upon a variety of disciplines to do so (Fleck, 1974).




Published with permission from Macmillan Publishing Co., Inc. Fleck, Henrietta. *Toward Better Teaching of Home Economics*, 1974.

The integration of subjects like math, science, social studies, and communications and their application to real life concerns is the essence of the home economics curriculum. "The basis for a liberating curriculum is experiential. A curriculum grounded on students' experiences establishes a linkage between what they already know and what they study. The opposite of experiential is academic—knowledge presented as if it has nothing to do with the world as students experience it" (Gamson and Associates, 1984, p. 127).

Walberg (1984) views the development of human capital as a goal for the schools, an investment in people through education. He challenges the schools to create what he calls a "new" home economics which addresses "health, longevity, civic participation and general happiness" (p. 397). Is there really anything new about these topics for home economics, or are home economists failing to use these objectives as a basis for illustrating the value of their programs? Home economists were consistently concentrating on the "human touch" long before "high tech" made it a popular buzz word.

The National Commission on Excellence in Education (1983), in *A Nation at Risk: The Imperative for Educational Reform*, gave many recommendations for improving the schools. Commission members identified the "New Basics" as the foundation of success for students. Examination of these recommendations will assure home economics teachers they are responding to these requests in their programs every day. The following chart gives some examples.

## Consistency Between Recommendations of *A NATION AT RISK* and Elements of Home Economics Education Programs

| A Nation At Risk[1] | A Quest for Quality[2] |
|---|---|
| 1. The teaching of ***English*** in high school should equip graduates to: (a) comprehend, interpret, evaluate, and use what they read; (b) write well organized, effective papers; (c) listen effectively and discuss ideas intelligently. . .(p. 25). | The need to communicate in written form effectively is emphasized in two ways. Students are required not only to communicate in writing but also to utilize written forms such as directions, text, and various data presentations which must be interpreted and applied. . .(p. 7) |
| 2. The teaching of ***mathematics*** in high school should equip graduates to: . . .(c) apply mathematics in everyday life. . . (p. 25). | Application of mathematical skills is made in Consumer and Homemaking Education in such areas as consumer education, food and nutrition, clothing and textiles, and housing and home furnishings. . . Among them are calculating interest on savings and loans, determining the cost of credit, figuring the cost of an automobile, balancing a bank statement, developing a personal budget, and itemizing total income and expenditures (p. 7). |

| | |
|---|---|
| 3. The teaching of *science* in high school should provide graduates with an introduction to:. . .(b) the methods of scientific inquiry and reasoning; (c) the application of scientific knowledge to everyday life; and (d) the social and environmental implications of scientific and technological development (p. 25). | . . .As an applied field, Consumer and Homemaking Education draws heavily upon biology, chemistry, and physics for science principles related to food and nutrition. Personal meaning is given to biology through applications in digestion, the stimulation of color and odor of foods related to the flow of gastric juices, the nature and action of digestive enzymes, and enzyme sources. . . Students use basic science in learning about the care and handling of food to prevent infection and disease. . .Through experiences focused on the practical application of science principles, new meaning is established for learners. Personal meaning not only facilitates learning, it nurtures adoption and practice of the principles learned (pp.9-10). |
| 4. The teaching of *social studies* in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure (pp. 25-26). | Through Consumer and Homemaking Education programs, students are provided with the context for applying life management skills. That context includes an examination of role patterns of family members, variations in family structure, unique needs during each stage of the family life cycle, and family interdependence with other systems as a basis for interpreting managerial approaches (p. 12). |

[1]The National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: U.S. Government Printing Office.
[2]Coalition of AHEA, AVA, and HEEA. (1985). *A quest for quality: Consumer and homemaking education in the 80s.* Washington, DC: Home Economics Education Association.

Although national studies and reports on the quality of education have commanded much of the public's attention and need to be addressed in communicating about the contributions of home economics programs, other contemporary issues also deserve attention. The 1980 census provided statistics which confirmed that many changes are affecting the American family (Long, 1982). Those in the profession know that home economists are addressing these changes. However, often efforts have not been publicized. Assisting families anticipate and deal with daily concerns is a legitimate and important aspect of any home economics program. Let's examine some of the issues. . . .

## IMPACT OF INCREASED FITNESS CONCERNS ON NUTRITION IN THE FAMILY

*Katherine Smalley*

The Surgeon General's report "Healthy People" (Office of. . .1979) declared that health promotion and disease prevention have become national priorities. Experts in the public health field state that of the ten leading causes of death in the United States, at least seven could be substantially reduced by changes in five habits such as diet, smoking, exercise, alcohol abuse, and antihypertensive medication. In the above mentioned report, goals were specified for decreasing disease due to poor health habits. One of the goals was to improve the health and health habits of adolescents and young adults. This particular age group differs from the others because it has not shared in the recent progress made in health enhancing behavior.

The adolescent years are an appropriate time for focusing on these habits for several reasons. The roots of lifelong behavior patterns and the beginnings of chronic disease development occur during this period of life. In addition, the teen's notorious preoccupation with personal appearance can act to enhance the attractiveness of a program aimed at improving personal health habits.

In addition to the national interest in health and fitness, another justification for focusing on health promotion is that in no other areas is misinformation quite as rampant as in those involving diet, weight management, and physical fitness. One objective of such a program should be to provide students with the tools needed to detect misinformation. As educators, it is impossible to anticipate all the information to which the American family will be exposed in the coming years. Thus, it is important to provide them the basis upon which future valid judgements can be made.

Although health education would seem to be the natural domain of professional health educators, a report from the American School Health Association (Castile and Jerrick, 1976) indicates that in the United States, health education is not available in all states. Only 16 states require comprehensive school health education and only 30 states certify teachers of health for preparation in health education. Even if health education is available in the schools, it is rarely approached from a consumer perspective as it is in home economics curriculum. The home economists' background and training in nutrition, food science, consumer sciences, and family life uniquely qualifies them to present an integrated plan for changing personal dietary habits.

Appropriate goals for this part of the home economics education program include:

- Motivate individuals to change to a more healthful diet
- Inform individuals of recommendations for adequate nutrition
- Demonstrate application of the above principles for both an individual and a family
- Advise on appropriate dietary modifications for both weight management and physical exertion
- Identify procedures used to detect misinformation
- Identify reliable nutrition information resources.

## THE IMPACT OF UNEMPLOYMENT ON HOME AND FAMILY LIFE

*Cathleen T. Love*

Although futurists like Toffler (1980) predicted the changes in the industrial-based economy, few would have predicted the unemployment which has resulted. Families whose primary wage earner had been with a company for years never believed unemployment would affect them. When it did, they were unprepared, and needed assistance.

One way to illustrate the need for home economics programs is to create awareness of the assistance these programs can provide. According to Atkins, Ferguson, and Blankenship (1983) unemployment stimulates a "catastrophic chain reaction" (p. 29). Families experience loss of basic necessities such as food, clothing, and shelter as well as benefits such as health and life insurance. These families are stripped of credit and other forms of purchasing power. Emotional turmoil results, and often leads to child and spouse abuse (Atkins, Ferguson, and Blankenship, 1983).

The home economics curriculum is well suited for addressing the needs of these families. Courses such as "Modern Life Skills" or "Independent Living" often contain objectives aimed at helping learners manage time, energy, home, family, and community resources. Life skills needed by families are at the heart of home economics education. Families with unemployed members need these skills and accompanying knowledges to deal with their unique challenges.

Atkins, Ferguson, and Blankenship (1983) have suggested some specific examples of skills which can be provided in home economics programs:

- Rebuild the self image of the family by assisting to work through negative feelings
- Identify and overcome personal barriers to employment
- Set priorities for self and family
- Utilize consumer skills for acquisition of basic necessities
- Develop job profiles for self and other family members
- Inventory skills and interests of self and family members
- Improve communication skills
- Recognize stress related to unemployment and cope with related emotional problems.

Topics in areas such as budgeting, consumer education, management, and family relations are particularly important in addressing the needs of the unemployed. This part of our curriculum could be essential to a community.

## TEENAGE PREGNANCY

*Eileen McDaniel*

Teenage pregnancy is a serious social problem. The Alan Guttmacher Institute (1981) reports that in 1978 1.1 million U.S. adolescents became pregnant. In 1980, teenagers gave birth to nearly one out of every six babies born in the United States (U.S. Bureau of the Census, 1983). While the total U.S. birthrate slowed among all but the youngest teens during the 1970's, the teenage birthrate outstripped rates in most other developed countries. Similarly, the Alan Guttmacher Institute (1981) reports that sexual activity among unmarried women aged 15-19 increased by two-thirds during the 1970's. The report states that of 29 million teenagers, 12 million (over 41%) have had sexual intercourse by age 19. If current trends continue, four in ten of today's 14-year-old girls will become pregnant before age 20. Of those who become teen mothers, 96% will choose to rear their child rather than to release it for adoption. In addition, mothers who give birth before age 18 are only half as likely to graduate from high school than those that delay parenting (The Alan Guttmacher Institute, 1981).

Many aspects of an adolescent's life are affected by early parenthood. Complications during pregnancy are more likely to occur among teenage girls. Meanwhile, adjusting to the demands of child care can be stressful, especially for young single parents who are unfamiliar with parenting skills. Furthermore, many teenagers lack the education and experience needed to get jobs that will provide an adequate base of economic support for themselves and their child(ren).

In view of social, emotional, and economic problems associated with adolescent pregnancy, there has been a growing interest in teenage pregnancy and parenting over the last decade. Along with this growth in interest, there has been an increase in the number of alternative education programs developed to serve this population of young parents. Specifically, teen parenting programs provide a good opportunity for intervention into the lives of the mother, father, and their child. Parent educators thus far have been educated in home economics. The home economist working with young parents is keenly aware of the simultaneous developmental crisis experienced by the teenager who finds her/him self in the role of parent.

The home economist can be invaluable in facilitating the goals of teenage parenting programs which include helping each student cope with the special needs she/he has because of early pregnancy and parenthood, and helping her/him continue their education. These teenage parents have unique concerns which home economists can address. Catrone and Sadler (1984) note six objectives of a developmental model for teenage parent education:

- Explore the feelings, skills, and behaviors inherent in the parenting role
- Provide basic concepts of normal child development
- Apply a child development framework to issues of safety, play, discipline, nutrition, and health care
- Explore the dynamics of the adolescent parent's relationship to his/her child, family, peers, and community
- Foster the adolescent parent's own self-development
- Explore and foster participation in the problem solving and decision making processes.

## ENERGY CONSERVATION
*Cathleen T. Love*

Issues related to scarcity of resources and energy conservation illustrate another need for home economics programs. Pestle's (1984) *Voluntary Simplicity: A Lifestyle Option* does an excellent job of addressing issues of conservation. Energy shortages experienced in this country have sparked public concern about the need to plan for future use of scarce natural resources. Home economics programs are well equipped to address conservation issues in many ways. By addressing conservation issues, home economists are facilitating reasoned decision making among teenagers and their families both now and for the future (Nies, 1983).

Besides Pestle's (1984) monograph, the theme of several recent home economics education resources have addressed conservation issues. The Winter 1983 issue of *Tips* and *Topics* was "Energy Education Update." Several research efforts are reviewed and many practical suggestions are given for integrating energy education into the curriculum. Lytle's (1983) article on energy education reviews research on adolescent energy habits and suggests strategies for improving them. Examples of objectives related to energy/resource use which home economists are incorporating include:

- Analyze the ethical implications of over-consumption of scarce resources
- List suggestions for conserving energy
- Explain benefits achieved by using less energy
- Analyze dollar and other costs of energy use
- Give feedback on current energy use.

## CHANGES IN FAMILY FORMS
*Cathleen T. Love*

Because the traditional American family now accurately reflects at most 13 percent of the nation's families (The American Family, 1980), there is a need to address issues faced in other family forms. Simpson's (1981) *Educating for the Future in Family Life* provides an overview of the many changes taking place in the American family structure. Examples of important family forms that are being addressed in contemporary home economics programs are the two-career family and the single-parent family.

### Two-Career Family

The two-career family has long existed in American society. When the economy was agriculturally based, the distinction was rarely made between homemaker and wage earner. The attitude of these families was not one of "the husband works and the wife stays at home." The industrial revolution produced the casting of males as wage earners and females as homemakers. Today, working wives outnumber fulltime homemakers (Long, 1982). In recognition of this fact, home economics programs emphasize the preparation of both males and females for the dual role of wage earner and homemaker. This emphasis thus benefits all students in their quest for successful careers as well as satisfying and happy family lives. Some typical objectives which assist learners in reaching this goal are:

- Develop a plan for the management of household tasks and responsibilities
- Analyze day care alternatives for children
- Apply financial planning principles in using the two-person income
- Plan and prepare nutritious meals under time constraints
- Analyze the unique costs of purchasing and maintaining clothing for the two-career family
- Understand family relations stress which is unique to a two-career family.

### Single-Parent Families

Single-parent families have increased in the last decade by 79 percent. Of all families with children, 20 percent are single-parent families and 50 percent of all black children live with one parent. While 40 percent of married-couple families had incomes above $25,000, in 1980, 25

percent of the female singe-parent families had incomes of less than $5,000. The slow growth of real family income in the 1970's was due in part to the rise in single-parent families. In 1980, single-parent families had a median income of $9,930., compared to the median income for married couple families of $21,500. (Long, 1982).

Although some of the problems single-parent families face can be generalized to all families, single-parent families have unique concerns which can and are being addressed in home economics programs. Objectives which are illustrative include:

- Analyze the effects of death or divorce on children
- Critique the problems of family adjustment from a two to a one-parent family
- Recognize the need for obtaining skills for responsibilities previously assumed by a spouse
- Identify housing alternatives which are managable in cost and size
- Analyze the parenting attitudes of children in single-parent families
- Evaluate adjustments in relating to the parent with whom the children do not live
- Identify problems relating to child care such as cost, alternatives, limitations, etc. for single-parent families
- Analyze the effects on children of parents' dating.

## FEMALE CAREER DEVELOPMENT

*Cathleen T. Love*

Women are making changes in the traditional paths they have taken in pursuing careers. In 1980, for example, the number of women 20 to 24 years old who had never married was 50 percent, as compared with 36 percent in 1970. In 1970, one in every ten women 25 to 29 had not married, while in 1980, it was one in five (Long, 1982). Many of those who do marry are choosing to postpone childbearing until their careers are established.

In the workforce, 42 percent of workers are women and 51 percent of women 16 and over are working. The 49 percent increase in the total workforce between 1970 and 1980 was due largely to the 59 percent increase in working women. Many of these women are mothers with children who are under 18 years of age (Long, 1982).

Women are pursuing education to further their career goals. For the first time since World War II, women outnumber men in college enrollment. The financial benefits of this investment in education are still inequitable. Long (1982) has pointed out that in 1980 the "median income of a female college graduate was less than that of a male high school graduate and only slightly more than a male worker who started but did not complete high school" (p. 34).

Women need support from home economics programs which assist them in making critical life choices. Pressures from spouse, parents, society, and peers must be evaluated in terms of personal goals and wants. Women are making decisions which affect not only their own lives, but those of future generations as well.

Objectives that illustrate knowledges and skills women need to make effective decisions about their futures are:

- Analyze traditional female roles and their contribution to society at various times
- Discuss the pros and cons of marriage
- Evaluate discriminatory practices present in the workforce
- Analyze the value of further education for women
- Identify nontraditional career alternatives.

## ECONOMIC LITERACY

*Ellen Carlos*

The family and its household represent a larger economic investment than ever before. Even small family-owned and operated businesses are often multi-million dollar enterprises. One can expect to invest tens of thousands of dollars on each child, and housing alone can consume several hundred thousand dollars in a lifetime. When thinking about money on these levels, changes in interest rates or the availability of money becomes critically important in the family decision-making process.

The family is a unit within the economy, and, as such, its members must understand their role within the larger economy. While it is not necessary to be able to make economic forecasts (and who can?), everyone should have some understanding of how and why national and international economics impact on daily life. Individual families do impact on macro-economics and vice-versa. For example, many individual decisions to purchase a foreign-made car had a major impact on the national economy, and indeed the global economy. These decisions alone had drastic effects on employment, the value of the dollar, DOW Jones averages, interest rates, the national debt, trade deficits, and dozens of other statistics routinely heard on the nightly news. Industrial giants were brought to their knees and still have not recovered from the blows that the average consumer delivered when demanding efficient, dependable, quality automobiles. With power like this, it is critical that individuals and families have an understanding and appreciation of macro-economic concepts. Home economics is in a unique position to assist in providing this appreciation.

Macro-economic forces affect one's personal life (i.e., day to day activities, leisure time, safety and security, etc.). Changes in interest rates, trade deficits, import quotas, national debt, and value of the dollar directly impact on families. For example, when oil is very expensive, people may travel less (perhaps seeing friends and relatives less often thus increasing stress), may use less heat (perhaps decreasing resistance to colds thus increasing medical bills), or may use wood stoves or auxillary heaters (perhaps creating inconvenience while decreasing safety due to fire or pollution).

When every homemaker feels comfortable discussing these types of topics, then we will be much better equipped to make the kinds of decisions that our society demands—from day-to-day decisions to deciding for whom to vote. Today's family needs to be economically literate, and home economics is suited to addressing both these micro-economic and macro-economic issues as they relate to the immediate concerns of the family.

The linkage between home economics programs and economic development is another way to illustrate the relevance of home economics to the world of work and family life. Economic development is a planned process designed to improve the quality of life within a community. A good plan addresses practically every facet of life, including those of particular interest to home economics. As many home economists have found, active involvement in the process naturally brings to light the real and perceived needs within the community which can be addressed by home economics-related programs.

Jobs are an important part of economic development. Therefore, along with identifying the needs of the community and determining where improvements can be made, a complete inventory of the job-related resources which are available and which are needed is essential. Home economists are involved in these assessments in at least the following areas: skills training in home economics related occupations that are in demand, general training related to obtaining and keeping a job, entrepreneurship, and activities such as child care services, transportation to and from work, budgeting time and other resources, problems and solutions related to dual-career and single-parent families.

Some economic development objectives which are being incorporated in home economics programs include:

- Develop an understanding of the impact of home economics on the quality of life, community, and economic development
- Analyze the state and local economic development process and become conversant in the lingo by studying the mass media and talking with those already involved
- List the benefits of day care to employers and employees
- Analyze the needs of businesses in the community for home economics-related occupations
- Develop an understanding of small business ownership and management concepts in relation to economic development.

## ENTREPRENEURSHIP

*Susan F. Weis*

Naisbitt (1982) reported in *Megatrends* that the transition time between economies is when entrepreneurship booms. The present economy is evidence of that. According to Greenwood, Bice, LaForge, and Wimberley (1984, p. 6):

- ☐Most businesses in the United States are considered to be small small businesses (approximately 95%)
- ☐New business ventures are being formed at a rapid rate (approximately 600,000 per year)
- ☐Small businesses generate almost half of the sales produced by all firms in the United States (approximately 45%)
- ☐Small businesses employ almost half of the workers in all American firms (approximately 48%)
- ☐The development of new ventures and the expansion of existing small businesses have accounted for the majority of new jobs added to the economy in recent years (approximately 60%)
- ☐Small businesses have been responsible for the development of many innovative products and processes (approximately 2.5 times as many innovations as large firms).

Home economists have been sensitive to changes in business through the use of advisory committees. The committees assist home economists in identifying the knowledge and skills required in today's economy. The emphases on problem-solving, life-long learning, and understanding people in home economics programs are as important to success in business as are those emphases of reading, writing, and counting (Timpane, 1984).

The opportunities to develop entrepreneurial skills through home economics subject matter are numerous. Fanslow and Compton (1981) and Weis and O'Brien (1983) have developed instructional materials on entrepreneurship for home economics. Restaurant owners, interior designers, clothing retailers, and child care business owners can all begin their exploration of career opportunities through the home economics curriculum. Some objectives which home economists use are:

- Analyze the free enterprise system
- Evaluate a small business and note its reasons for success or failure
- Develop a home economics-related business idea and determine the need for the idea in a community
- Establish a marketing plan to sell home economics-related business products or services
- Prepare a financial statement for a small business.

## THE IMPACT OF ADVANCED TECHNOLOGY ON THE HOME AND DAILY LIFE

*Ellen Carlos*

The advent of advanced technology tailored for use in the home provides another avenue for home economics to explain its importance in the educational systems of the nation. Technology is here to stay. Computers, microwaves, and videotape recorders are rapidly replacing children, landscaping, and sports as conversation topics in the neighborhood. Hundreds of new words and letter combinations are entering the language, and many people are feeling out of touch and uneasy about the situation. Home economics can help both young people and adults accept these devices for what they are: tools to give us more control over our environment.

For example, a personal computer allows the family to participate as a group in financial planning. Experimenting with the various needs and desires of each member provides a valuable learning experience about goals and values of individuals and the family as a unit.*

A video cassette recorder permits time switching, thus giving us the freedom to choose the best television shows and view them when we so desire. Parents can choose to spend quality time with their children before bedtime and still catch the 7:00 news.

A microwave oven saves human resources as well as energy resources. Besides those savings, family members who have to work or practice late will have a nice warm feeling when served a freshly prepared meal, rather than the oven-dried leftovers or cold sandwiches served in the "olden" days.

Home economics can assist in evaluating the impact of changing technologies in relation to the work to be performed, and the impact on the family involved. Examination of advanced technologies will show both positive and negative aspects. Families can become computer widows and orphans or the whole family can use the machine as a tool to improve family living. A video tape recorder can become a built-in baby sitter or an opportunity for the family to enjoy wholesome and inexpensive entertainment together. It all depends on how the tool is used, and this is where home economics can and should have some input.

Home economists are developing strategies to help people adapt to advanced technology and learn modern methods of managing personal finances, conducting consumer activities, performing care and maintenance functions, and maintaining personal health and fitness.

Among the concepts being incorporated into contemporary curriculums are:

1. Advanced technology is not automatically good or bad; it depends on how it is used
2. Technology tends to make homemaking more mental (including emotional and psychological) and less physical
3. Technology can make homes much safer and more comfortable (smoke detectors, emergency lighting, temperature sensors in freezers, burglar alarms. etc.)
4. Technology is useful if its users know how to utilize it (batteries in smoke detectors, programming knowledge for programmable appliances, repairing and maintaining skills for equipment, conversion of favorite recipes for new appliances, etc.)
5. Technology can create flexibility and give freedom of choice where none existed previously, without loss to family members (fresh meals for everyone, family activities not tied to television schedules)
6. Technology presents a whole new set of criteria which must be studied and considered when selecting and incorporating some of these appliances effectively into the home (what to look for when purchasing a machine, what options will be useful in what situations, how do various brands compare, what rules will govern its use within the home, etc.)
7. Technology can help the homemaker adjust to new situations brought on by other changes in the family. However, she/he may need help with the adaptations, new jobs, more or less family members, differing schedules, changing environments, etc.)
8. Techology is useful only if its user knows the basic terminology related to it, knows what accessories are available and how they are used, knows how and where to get additional information, and knows how to find solutions to problems related to the technology.

*Suggested reading for more information:

Browning, Ruth, and Durbin, Sandra. (1985). *Computers in the Home Economics Classroom.* Washington DC: Home Economics Education Association. This monograph presents an excellent overview of how the computer may be used in the classroom and how the computer is impacting upon family life.

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22

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# CHAPTER 3. TECHNIQUES FOR PROGRAM PROMOTION

The focus of this chapter is techniques for letting the public know why home economics is an important part of the public school curriculum. Any technique used to educate the public will take time. Be patient for your anticipated return. The benefits are worth the wait.

## PUBLIC RELATIONS

*Cathleen T. Love*

Effective public relations is a continuous and systematic process of communicating with citizens about home economics. The following step-by-step outline may be helpful in identifying and carrying out the tasks involved.*

### A PUBLIC RELATIONS OUTLINE

1. IDENTIFY YOUR AUDIENCES
2. ESTABLISH YOUR OBJECTIVES
3. ORGANIZE AN OPERATIONAL PLAN
   a. Determine activities and their timing
   b. Think through strategies for implementation
4. CARRY OUT YOUR PLAN
5. EVALUATE EACH COMPONENT OF THE PLAN AS IMPLEMENTED

The first step in developing a public relations plan is identifying the publics with whom it is important to communicate.

In identifying the audience, for example, consider including students who are not currently enrolled in home economics courses. An important public relations tool is contented stud nts and satisfied graduates. However, a program may be harmed if negative attitudes a or misconceptions exist among students outside the home economics program. It is import o get to know students outside the home economics program and their perceptions of home economics, and to take these into account in developing public relations objectives.

*For further information see Anderson, E., Ley, C., and Mears, R. (1982). *Projecting a picture of home economics.* Washington, DC: Home Economics Education Association.

When the public relations audiences have been identified, the next steps are to identify appropriate objectives, and means for reaching the objectives. The outline of a public relations plan format that follows is a starting place.

| 1. Aim | 2. Objectives | 3. Means |
|---|---|---|
| Who are the publics? | What do you want to convey? | What public relations tools can you use? |
| | | |

One way to insure that a public relations plan is carried out in a systematic manner is to include public relations ideas on each class calendar when it is developed at the beginning of the year or term. Some ideas for activities that might be included follow.

## SAMPLE CALENDAR FOR DYNAMIC PUBLIC RELATIONS

### SEPTEMBER

1. Plan orientation sessions for new students, parents, counselors, administrators, and teachers.
2. Set up advisory committees and plan schedule of meetings. Publicize!
3. Prepare materials on home economics objectives for year and mail to parents of students.
4. Complete FHA/HERO chapter plans and alert the local and school newspaper.

### NOVEMBER

1. Invite state and federal legislators to visit or speak to your classes.
2. Prepare displays in the school and in public places to illustrate the instructional content of your program.
3. Plan and conduct a radio or TV program on a theme related to Thanksgiving such as "Why American Families Have Much for Which to be Thankful." Include examples in all areas of home economics.

### DECEMBER

1. Present "Consumer Tips" for Christmas shopping and publish them in the local paper.
2. Establish a hot line for consumers to call to obtain information on toy safety and the educational value of toys.

**JANUARY**

1. Plan a "New Year's Resolution" display showing how teenagers can assist in improving family life, diet, health, etc.

**FEBRUARY**

1. Plan and conduct a student assembly for Valentine's Day that addresses the value of family love.
2. Hold a department open house for parents and other community members.
3. Speak to local groups about the value of home economics in addressing contemporary issues of the community.
4. Volunteer to have students assist with home energy audits.

**MARCH**

1. Give tours of the department for prospective students and provide information about the department.
2. Send newsletter to graduates and former students.
3. Collect career information related to home economics and present to counselors.
4. Have photography class take photos of students in action, in and/or out of class.

**MAY**

1. Work with school reporter on writing about successful graduates of your home economics program.
2. Participate in county and state fairs.
3. Write personal notes to parents about the growth you have observed in their children.

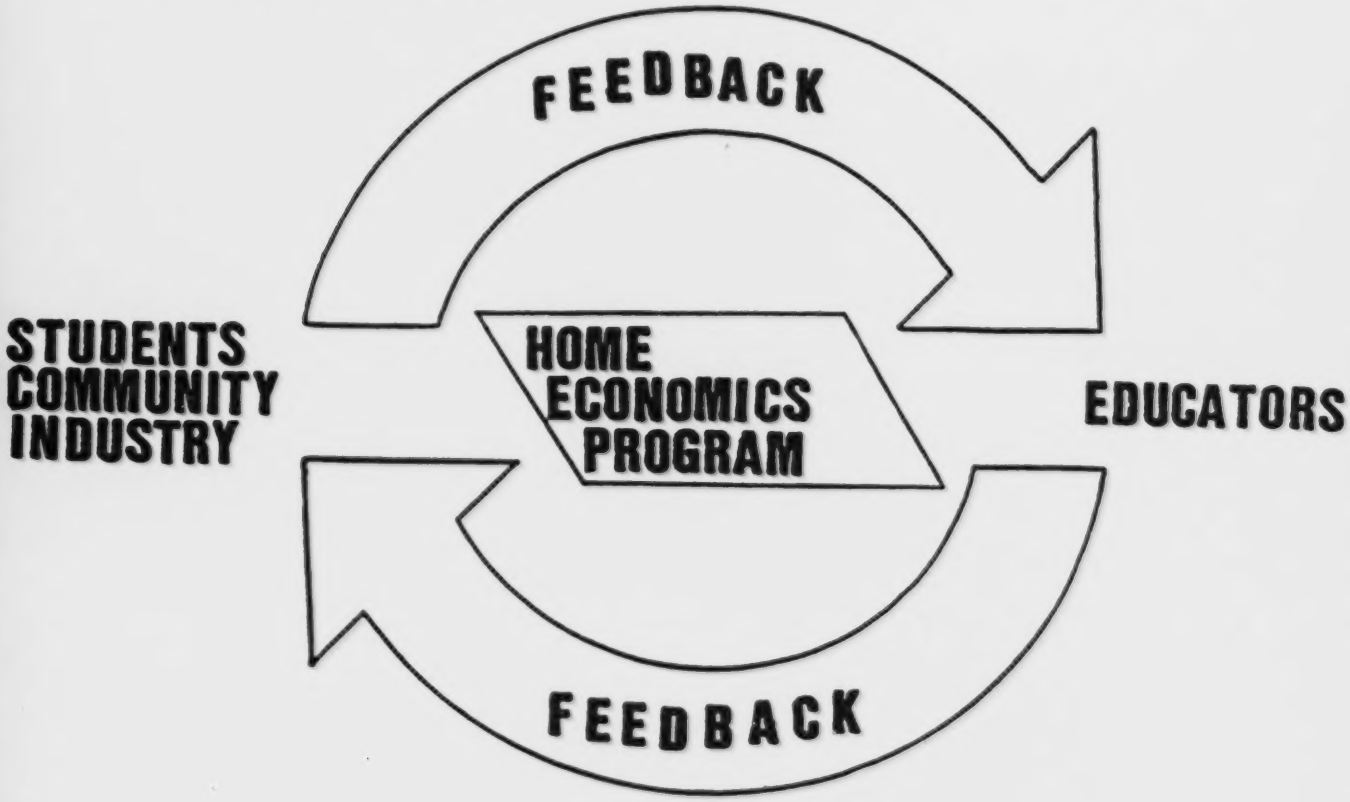
The planning of a calendar of public relations activities should be based on the audiences and objectives identified in the public relations plan. As each activity is carried out, an attempt should be made to evaluate its worth in both quantitative and qualitative terms (e.g., number of persons reached and probable impact). This will be valuable in formulating future public relations plans.

Each community will have formulated an image (however vague) of what home economics is within its public school system. A good public relations effort can sharpen that image and assure it reflects the importance of home economics in a total education program. Internal public relations in the form of relevant curriculum and contented students is, of course, the most important public relations effort a home economics teacher can make. If students are excited by the learning process then the best promotion of programs will be the stories they tell to others about home economics. But there are additional strategies as well that reach beyond the everyday classroom contact with students.

## NEEDS ASSESSMENT

*Jan Tucker*

In order to provide vibrant home economics programs, educators must first discern program elements desired by students and the community. The community which supports the educational system, and the students who attend, have a right to expect that home economics educators will be responsive to their needs and opinions, suggestions, criticism, and praise. The reciprocal feedback needed between educators and the students and community is illustrated in the following figure.

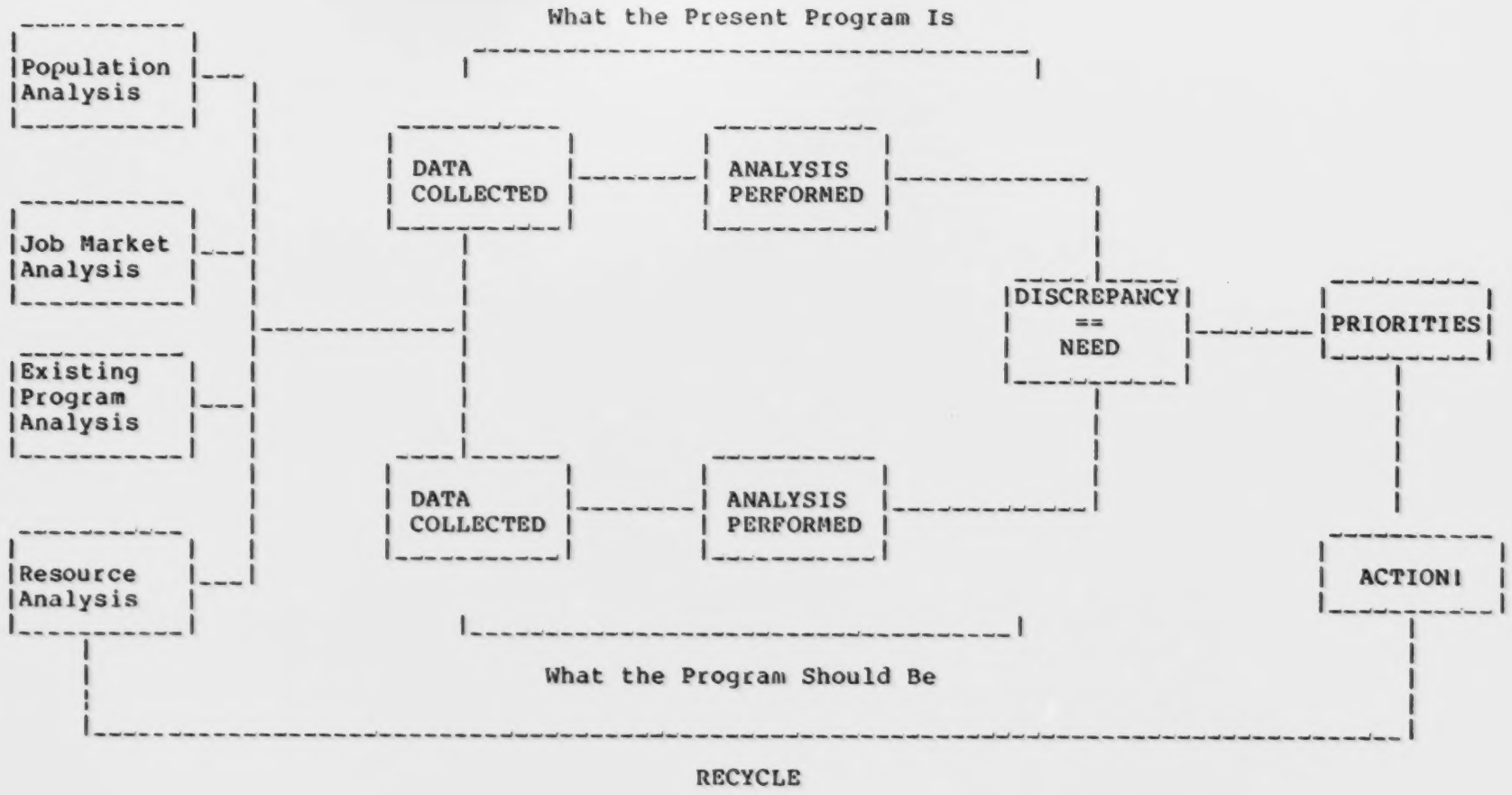



Informal communication is valuable in obtaining such feedback, but more formal methods should also be used to gather objective data. One such tool is the needs assessment survey.

### What is a Needs Assessment?

Simply stated, a need is the difference between "what is" and "what should be" (Kaufman and English, 1979). A needs assessment survey, then, is a technique used to assess whether or not a present or proposed home economics program or course is measuring up to its stated goals and, more importantly, to the needs of students and the community.

An exhaustive needs assessment would include an examination of all aspects of a home economics program from a variety of perspectives. This would involve collecting information from as many sources as possible, such as present and former students, school administration, parents, community members, and industry. All of these people have an interest in one or more aspects of the home economics program. The figure which follows illustrates the elements of the needs assessment process, and shows how they fit into the total planning process.


What the Present Program Is
Population Analysis
Job Market Analysis
Existing Program Analysis
Resource Analysis
DATA COLLECTED
ANALYSIS PERFORMED
DATA COLLECTED
ANALYSIS PERFORMED
DISCREPANCY == NEED
PRIORITIES
ACTION!
What the Program Should Be
RECYCLE

Given the complexity of this task, it is unlikely, in terms of time and other resources, that a home economics educator could compile all the necessary needs assessment data at one time. Therefore, the process is often subdivided into more manageable parts. This requires a clearly defined statement of purpose. The purpose will then dictate the format and procedures to be used in the design of the needs assessment survey. For example, the educator's purpose might be to assess just one aspect of the home economics program, such as nutrition and foods courses, in terms of the needs of the students, parents, and community members. Or, the educator might assess the total home economics program in terms of only one audience, perhaps business owners if the program is occupationally oriented.

To summarize, needs assessment is a survey method that can be used to obtain feedback about a home economics program. The type of information yielded by a needs assessment survey varies with the purpose of the survey and the audience to which the survey is addressed. Determining the needs of students and community members is an essential step in planning and promoting a home economics program; and, because needs change, needs assessment should be a continuous process.

## How to Conduct A Needs Assessment

The adequacy of pre-planning will determine the quality of the information generated by a needs assessment survey. The following steps are suggested as a systematic plan to guide home economics educators through the needs assessment process.

**Step 1: Determine the Purpose.** In order to determine how to adapt a needs assessment survey to fit a specific purpose, consider the following questions:

-What do you want to know?
-Why do you want this information?
-Who and how many will be surveyed?
-In what geographical area will the survey be conducted?
-What will be the benefits of the survey (e.g. to the home economics program and/or the community)?
-Is the survey really needed? What do you already know?
-Do you have the resources and administrative support to carry out the survey?
-What can your advisory committee and others in the community do to help?

Answers to these questions form the rationale for the needs assessment and also help in adapting the survey instrument to fit particular purposes and local situations. Take time to plan!

**Step 2: Design the Instrument.** One of the most common methods of obtaining needs assessment data is through the use of a questionnaire. Personal interviews are also used, but they often require more time and other resources than most educators have to spare. Therefore, this section will be limited to the questionnaire format, although the questions developed here could certainly be used for personal interviews.

The questionnaire items must be carefully designed to collect useful information pertaining to the purpose of the needs assessment. Nice-to-know type questions that are unrelated to the purpose of the study should be avoided.

Certain other general criteria are also helpful in designing needs assessment questionnaires. Questions should follow a logical sequence, and each individual question should contain only one major idea. The instrument should be reasonably short and easy to fill out. A good rule to follow is that an instrument should be no more than five pages, and take no longer than one half hour to complete. Response rate is generally inversely related to the size of the questionnaire (number of items and physical bulk). The size of the questionnaire also influences cost related to printing, mailing, and processing. A simple, brief, straightforward instrument which is aimed at the desired purpose should be the goal.

The questionnaire should be attractively designed and efficiently formatted. Use of colored paper may result in a higher response rate than white paper. Remember that questionnaires are likely to arrive in the mail at the same time as various advertisements replete with appealing graphics and color. Use colored paper, high quality printing, and anything else that will make the questionnaire "different." In other words, do a professional job of styling.

Another way to maximize response rate is to provide self-addressed, stamped return envelopes for mailed questionnaires. A cover letter attached to the questionnaire is also a necessity. The cover letter should: (1) explain the purpose of the survey, (2) outline the procedures to be followed in conducting the survey, (3) explain the participants' role in supplying data and why they were selected, (4) affirm that the data obtained from individual participants will be kept confidential, (5) explain that a summary of the results will be made available to participants, if so desired, and (6) give a word of thanks! In addition, follow-up postcards to non-respondents are often used if the response is less than was originally anticipated.

Sample needs assessment questionnaires are provided at the end of this section. Most are quite detailed, and suggest a variety of questions that can be used for a variety of needs and audiences. Items may be added or deleted, depending on your purpose. In designing the questionnaire, be sure to define any misunderstood or ambiguous terms. The most common culprit is "home economics" — do not assume that your audience knows what this means!

**Step 3: Analyze and Report the Findings.** The usefulness and success of a needs assessment survey as a basis for promoting and/or determining the future directions of a home economics program depend on the skill with which the data from the survey are processed and presented. The data will not be useful until they have been organized and presented to those who need to know.

After the questionnaires have been distributed and returned, the mass of data obtained must be reduced to a size which can be handled and understood. This can be done by summarizing the data through totals, averages, and percentages. Responses to open-ended questions, such as "What suggestions do you have for improving the nutrition and foods courses?", can be tallied in list form. If the answers are too lengthy, like answers can be grouped together and summarized.

After tallying responses to each question in the survey, look for interrelationships among characteristics of the respondents and their responses. For example, if the same questionnaire was given to 10th, 11th, and 12th grade students, it may be that only 12th graders are interested in studying home planning for the elderly; or it may be that male students are more interested than females. Large hotel chains might have more need for gourmet chefs than local restaurants.

In the midst of examining survey results, it is easy to forget the reason for doing so. Remember, a needs assessment survey is designed to identify discrepancies between what students and/or the community want and need and what is actually offered in the home economics program. The summative written report should be organized accordingly. The following outline is one which is frequently used in preparing these reports.

I. Abstract (brief summary)
II. Introduction to the Problem
    A. Need for the survey
    B. Survey strategies
III. Findings from the Survey
IV. Conclusions
V. Recommendations
    A. New programs needed
    B. Changes needed in existing programs
    C. Personnel requirements
    D. Facilities needed
    E. Materials and equipment needed
    F. Costs

**Step 4: TAKE ACTION!!!**

**Step 5: Recycle.** Needs assessment is a continuous process.

# SAMPLE NEEDS ASSESSMENT QUESTIONNAIRES

## SAMPLE QUESTIONNAIRE 1: NEEDS ASSESSMENT INSTRUMENT FOR COMMUNITY MEMBERS ATTITUDES TOWARD CONSUMER AND HOMEMAKING EDUCATION*

**Directions:** Circle the appropriate letter to indicate if you agree or disagree with the following statements. The letters represent the following feelings about the statements:

SA = Strongly Agree  A = Agree  U = Undecided  D = Disagree
SD = Strongly Disagree

| | | |
|---|---|---|
| 1. | I feel our schools should prepare students for skills necessary to be an adult family member. | SA A U D SD |
| 2. | I feel that choosing a place to live which is best for the needs of the family is important enough to be taught in the schools. | SA A U D SD |
| 3. | I feel our teachers should help students to budget food money for a family. | SA A U D SD |
| 4. | Students in our school district should be shown by teachers the ways that a family can influence how a person feels about him or herself. | SA A U D SD |
| 5. | Our teachers should explain that how a person dresses tells other people something about how that person feels that day. | SA A U D SD |
| 6. | Our students need to learn what those who are sick should eat. | SA A U D SD |
| 7. | I feel that it is important that students be taught to know themselves. | SA A U D SD |
| 8. | Our teachers should help students to be better consumers. | SA A U D SD |
| 9. | I feel students should learn in school how to care for infants and young children. | SA A U D SD |
| 10. | House repairs should be taught in our schools. | SA A U D SD |
| 11. | Our teachers should help students to manage their money. | SA A U D SD |
| 12. | Our students should be taught in school how values affect their decisions. | SA A U D SD |

*Love, Cathleen T. (1981). *Attitudes of community members toward the schools and consumer and homemaking education.* Unpublished Ph.D. Dissertation The Pennsylvania State University.

## SAMPLE QUESTIONNAIRE 2:
## NEEDS ASSESSMENT INSTRUMENT FOR HIGH SCHOOL STUDENTS ATTITUDES TOWARD HOME ECONOMICS EDUCATION*

Grade Level: 9th___ 10th___ 11th___ 12th___
Sex: Male___ Female___

Have you taken any home economics courses? Yes___ No___

**Directions:** Circle the appropriate letter to indicate if you agree or disagree with the following statements. The letters represent the following feelings about the statements:

SA = Strongly Agree A = Agree U = Undecided
D = Disagree SD = Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. I liked the classes I've had so far in home economics. | SA | A | U | D | SD |
| 2. I know what courses are offered in the home economics program. | SA | A | U | D | SD |
| 3. I know what skills are taught in the home economics courses. | SA | A | U | D | SD |
| 4. I am interested in taking courses in the following areas: | SA | A | U | D | SD |
| a. Clothing and Textiles | SA | A | U | D | SD |
| b. Food and Nutrition | SA | A | U | D | SD |
| c. Child Development | SA | A | U | D | SD |
| d. Family Living and Parenthood | SA | A | U | D | SD |
| e. Home Management | SA | A | U | D | SD |
| f. Consumer Affairs | SA | A | U | D | SD |
| g. Housing, Home Furnishings, and Equipment | SA | A | U | D | SD |
| 5. I would consider enrolling in the home economics program. | SA | A | U | D | SD |
| 6. I would consider enrolling in the home economics program if additional courses were available. | SA | A | U | D | SD |
| 7. The home economics program is meeting the needs of the students in this school. | SA | A | U | D | SD |

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—Program Planning, Development and Evaluation (Modules Al-All)
—School-Community Relations (Modules Gl-G10)

## SAMPLE QUESTIONNAIRE 3: NEEDS ASSESSMENT INSTRUMENT FOR ALUMNI FOLLOW-UP SURVEY OF FORMER OCCUPATIONAL HOME ECONOMICS STUDENTS

Name:
Address:
Age: —optional
Graduation Date:

1. In what occupational home economics program were you enrolled?
   __Child Care and Guidance, Management, and Services
   __Clothing, Apparel, Textiles Management, Production, and Services
   __Food Management, Production, and Services
   __Home Furnishings, Equipment, Management, Production, and Services
   __Institutional, Home Management, and Supporting Services
   __Other (specify)_____
2. List the occupational home economics courses you took while enrolled in this program.
3. Why did you enroll in this occupational home economics program?
4. Were you satisfied with the training you received in this program?
   (Discuss: *Quality of instruction, material covered, depth, interest, usefulness, preparation for employment*)
5. Would you recommend this program to others? Yes__ No__
6. Since you left this occupational home economics program, have you enrolled in any additional education programs? Yes__ No__
   If YES, have you received (or do you expect to receive) one or more of the following:
   __Certificate (type) _____
   __Diploma (type) _____
   __2-year Associate Degree (major) _____
   __4-year Bachelor Degree (major) _____
   __Other (specify) _____

7. Since you left this occupational home economics program, did you seek full-time employment (35 or more hours per week)? Yes__ No__

   If you did not seek full-time employment when you left this occupational home economics program, indicate the reason:

   __Expected to enter another school
   __Became a homemaker
   __Experienced physical or other handicap
   __Not interested in a full-time job
   __Entered Military service
   __Unable to find a full-time job
   __Other (specify) _____

8. Did you seek part-time employment (less than 35 hours per week) when you left this occupational home economics program? Yes__ No__

   If you sought part-time employment instead of full-time employment when you left this occupational home economics program, indicate the reason:

   __Expected to enter another school
   __Became a homemaker
   __Experienced physical or other handicap
   __Not interested in a full-time job
   __Entered Military service
   __Unable to find a full-time job
   __Other (specify) _____

9. How many full-time jobs have you held since you left this occupational home economics program?

   __None*
   __1 full-time job
   __2 full-time jobs
   __3 to 5 full-time jobs
   __6 or more full-time jobs (indicate #__)
   __*if your answer was NONE, skip to question 17.

10. If you got a full-time job when you left this occupational home economics program, what was your job? _____

11. How closely did your first full-time job after leaving this occupational home economics program relate to the training you received?

    __I was employed in the occupation for which I was trained by this occupational home economics program
    __I was employed in a related occupation
    __I was employed in a completely different occupation

12. Did this occupational home economics program adequately prepare you for your first full-time job after leaving this training? Yes__ No__

13. What was your beginning hourly wage on your first full-time job after leaving this occupational home economics program? _____/hour

14. What is the most you have earned on a full-time job since leaving this program? _____/hour

15. How did you get your first full-time job after leaving this occupational home economics program?

    __State Employment Service
    __Private Employment Agency
    __School Placement Office
    __Friend or family contact
    __I got the job myself (walk-in, responded to advertising, etc.)
    __Other (specify) _____

16. If you have held two or more full-time jobs since you left this occupational home economics program, was your last job related to the training you received? Yes__No__

17. What is your current employment status?
__I am employed
__full-time
__part-time
__I am unemployed
__but looking for work
__and not looking for work
__I am in the military service
__I am a homemaker
If you are presently working:

18. What is your job? _____
Where is the location of your job? (City, County, State) _____
_____
What are you presently earning? _____per hour

* * *

Please answer the following questions on the reverse side of this sheet. Your ideas and reactions are greatly appreciated

19. What specific things about this occupational home economics program have you found to be the most useful to you?

20. What specific things about this occupational home economics program have you found to be the least useful to you?

21. Based on your experiences, what suggestions do you have for improving this occupational home economics program?

## SAMPLE QUESTIONNAIRE 4:
## NEEDS ASSESSMENT INSTRUMENT FOR EMPLOYERS
## (and possibly community members, educators, and students)
## GENERAL JOB SKILLS NEEDED FOR EMPLOYMENT

**Method I**

**Step 1: Please indicate how important it is for the occupational home economics graduate to have each of the following skills before entering the world of work. Do this by placing a check-mark in one of the columns under "Importance for Employment."**

**Step 2: Then indicate whether or not most occupational home economics graduates do or do not have the skill. Do this by placing a check mark in either the "Most Graduates Have/Do not Have" column.**

| | Importance for Employment | | | | Most Grads | |
|---|---|---|---|---|---|---|
| Skill | Not Important | Somewhat Important | Very Important | Extremely Important | Have | Don't Have |
| Basic skills (reading, writing, speaking, math) | ____ | ____ | ____ | ____ | ____ | ____ |
| Specific technical skills of a home economics occupation | ____ | ____ | ____ | ____ | ____ | ____ |
| General knowledge of a home economics occupation | ____ | ____ | ____ | ____ | ____ | ____ |
| Broad education | ____ | ____ | ____ | ____ | ____ | ____ |
| Positive work attitudes and good work habits | ____ | ____ | ____ | ____ | ____ | ____ |
| Effective human relations (communicates and works well with others) | ____ | ____ | ____ | ____ | ____ | ____ |

What is the single most important item above? _____

What is the single least important item above? _____

We're interested in your thinking about the occupational home economics program in general. What is the program doing well? What needs strengthening? Please share your suggestions with us and feel free to continue on the reverse side.

**Method II**

| Skill | Importance for Employment: Not Important | Somewhat Important | Very Important | Extremely Important | Most Grads: Have | Don't Have |
|---|---|---|---|---|---|---|
| Job know-how and technical knowledge | ____ | ____ | ____ | ____ | ____ | ____ |
| Application of technical skills and knowledge | ____ | ____ | ____ | ____ | ____ | ____ |
| Use of tools, equipment, machines | ____ | ____ | ____ | ____ | ____ | ____ |
| Mathematics | ____ | ____ | ____ | ____ | ____ | ____ |
| Computer | ____ | ____ | ____ | ____ | ____ | ____ |
| Reading | ____ | ____ | ____ | ____ | ____ | ____ |
| Writing | ____ | ____ | ____ | ____ | ____ | ____ |
| Speaking | ____ | ____ | ____ | ____ | ____ | ____ |
| Salesmanship | ____ | ____ | ____ | ____ | ____ | ____ |
| Social Skills (cooperativeness; works well with others) | ____ | ____ | ____ | ____ | ____ | ____ |
| Accepts advice and supervision | ____ | ____ | ____ | ____ | ____ | ____ |
| Follows instructions | ____ | ____ | ____ | ____ | ____ | ____ |
| Judgment (ability to decide, plan, organize) | ____ | ____ | ____ | ____ | ____ | ____ |
| Problem solving | ____ | ____ | ____ | ____ | ____ | ____ |
| Commitment | ____ | ____ | ____ | ____ | ____ | ____ |
| Positive attitude | ____ | ____ | ____ | ____ | ____ | ____ |
| Creativity (finds new/better ways of doing things) | ____ | ____ | ____ | ____ | ____ | ____ |
| Initiative (performs necessary work without being told) | ____ | ____ | ____ | ____ | ____ | ____ |

| Skill | Importance for Employment: Not Important | Somewhat Important | Very Important | Extremely Important | Most Grads: Have | Don't Have |
|---|---|---|---|---|---|---|
| Flexibility (adapts to new assignments) | ____ | ____ | ____ | ____ | ____ | ____ |
| Motivation | ____ | ____ | ____ | ____ | ____ | ____ |
| Assumes responsibility | ____ | ____ | ____ | ____ | ____ | ____ |
| Productivity (ability to meet quantity demands) | ____ | ____ | ____ | ____ | ____ | ____ |
| Accuracy (quality and thoroughness) | ____ | ____ | ____ | ____ | ____ | ____ |
| Safety consciousness | ____ | ____ | ____ | ____ | ____ | ____ |
| Good attendance and punctuality | ____ | ____ | ____ | ____ | ____ | ____ |
| Personal grooming | ____ | ____ | ____ | ____ | ____ | ____ |

ADD HOME ECONOMICS SKILLS THAT YOU WISH TO ASSESS FROM A PARTICULAR COURSE OR PROGRAM TO THIS DESIGN.

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ |

## SAMPLE QUESTIONNAIRE 5:
## NEEDS ASSESSMENT INSTRUMENT FOR EMPLOYERS
## JOB SKILLS NEEDED BY CHILD CARE WORKERS

CHILD CARE WORKER DEFINED: (Insert definition from the *Dictionary of Occupational Titles.)*

1. Does your business currently employ persons as "child care workers" as defined above?
   Yes__ No__
2. How many child care workers are currently employed? _____
3. How many child care workers have been hired in the last calendar year? _____
   a. How many new child care workers filled newly created positions? _____
   b. How many new child care workers had no prior experience? _____
4. Do you plan to increase the number of child care workers employed in the next five years?
   No__ Yes__ (Indicate #)_____
5. Based on future expansion, retirement, turn-over, etc., how many child care workers do you plan to hire in the next five years? ____
6. How would you characterize the supply of child care workers available for employment?
   ____very scarce ____more available than needed
   ____some shortage ____serious over-supply ____adequate supply
7. Which of the following sources do you use to fill job openings for child care workers?

| | Often | Sometimes | Never |
|---|---|---|---|
| a. State Employment Service | ____ | ____ | ____ |
| b. Private Employment Agencies | ____ | ____ | ____ |
| c. School Placement Office | ____ | ____ | ____ |
| d. Advertising and Want-Ads | ____ | ____ | ____ |
| e. Walk-ins | ____ | ____ | ____ |
| f. Friends and Relatives | ____ | ____ | ____ |
| g. Other (Please specify _____ ) | ____ | ____ | ____ |

8. When you hire child care workers, what type of educational preparation is required?
   ____Less than High School ____4 year College Degree
   ____High School Graduate ____Specific Certificate or
   ____2 Year Associate Degree Training (Please specify _____)
9. What is the average entry level wage your business pays for child care workers?
   ____/hour
10. What is the maximum wage your business pays for child care workers? ____/hour
11. How would you classify the skill qualifications of newly hired child care workers?
    ____none hired ____good ____poor ____adequate ____excellent
12. Does your business have difficulty finding qualified child care workers?
    ____Yes ____No

13. Would you favor establishment of a child care program at ABC High School?
_____Yes _____No*

a. If YES, would you hire ABC High School graduates as child care workers?*
_____Yes, as child care workers
_____Yes, as apprentice only
_____Yes, only if other experienced child care workers aren't available
_____Undecided, depends on other applicants
_____No, other sources sufficient

b. If NO, how would you characterize your reason for not favoring a child care worker from the training program at ABC High School:
_____Don't believe school trained child care workers are qualified
_____School graduates have no experience
_____Previous ABC High School graduates were poor employees
_____Enough child care workers available without new school programs
_____Other (Please Describe) _____
_____
_____
_____

14. Would your business cooperate with ABC High School in providing on-the-job training for students interested in becoming child care workers? Yes_____ No_____
If YES, How many students will you accept?_____
How many hours per day per student?_____
How many days per week per student?_____

15. What skills and/or attitudes are most important to becoming a competent child care worker? List the skills and/or attitudes on the left. Determine if most new child care workers do or do not have the skill or attitude, then mark a check in the correct column on the right.**

| SKILLS and/or ATTITUDES | Most New Child Care Workers: HAVE | DO NOT HAVE |
|---|---|---|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

16. Any additional comments which you feel would be helpful in improving or developing a child care program at ABC High School would be greatly appreciated.

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* Questions can be modified to support existing program versus new program. For example, Question 13 can be phrased: Are you aware of the child care worker program at ABC High School? Have you hired ABC High School graduates as child care workers?

**This question can be modified by listing on the questionnaire the skills or attitudes actually being taught at ABC High School for the Child Care program. Add an additional checklist column to the left of the skills column, and have respondent rate whether the skill is IMPORTANT, GOOD TO HAVE, or NOT NECESSARY.

# WORKING SUCCESSFULLY WITH AN ADVISORY COMMITTEE

*Susan F. Weis*

## What is an Advisory Committee?

An advisory committee is a group of individuals who represent community businesses, industry, and citizenry for the purpose of overseeing local vocational education programs to ensure that these programs are realistic and accurate in their reflection of the community's life. Public Law 98-524, the Carl D. Perkins Vocational Education Act of 1984, removed the mandate of PL 94-482 requiring the establishment of local advisory councils for each educational agency, and/or postsecondary institution receiving federal funds for vocational education. However, PL 98-524 requires each state to maintain a State Council on Vocational Education. These councils are to advise, assist, evaluate, and report on the state's vocational educational programs. Their duties also include advising the state board of vocational education on the state plan and accountability report and the conditions of vocational education in the state. The councils conduct public hearings on vocational education and publicize the results. They are prepared to provide technical assistance to local advisory councils, as requested. There is a National Council on Vocational Education whose duties, logically, include a national perspective.

On a local program level, each vocational education program is encouraged by practice to maintain an advisory committee. There are several good reasons for this.

Home economics has long held and recently reaffirmed (Brown and Paolucci, 1978), the belief in the value of organic programs—those which grow naturally from the local community, deriving enrichment and meaning from the lives of individuals and families within a community, and cultivated and pruned by the concerns of community members of all ages and family backgrounds. This fact also suggests a need for local advisory committees to provide the linkage with the community.

Power decentralization will also mean that relationships between the public and the educational program will need careful attention. Public relations will be a more important function of teachers and administrators than it now is. Teachers will need to cultivate advocates to help programs with a favorable public image and advisory committees can provide a reasonable arena.

Justifying and validating program content, deriving an appropriate philosophy to ground a program and to breathe life and meaning to its implementation, securing adequate resources for a program, and ensuring that it is closely linked to community needs and values all are important tasks a local advisory committee can undertake. The instructors of competency-based vocational education programs generally involve their advisory committees in validating their programs' competencies to ensure that commercial and/or industrial standards are clearly represented in the competencies set for student attainment.

## How Do You Work with an Advisory Committee?

The teacher of a vocational home economics program should begin by determining how an advisory committee can help to strengthen his/her program. Several points have been raised previously for this deliberation. An advisory committee can 1) provide a linkage to the community for the program to assist the teacher with curricular and programmatic decisions; 2) provide for a broader base of support and influence for the program on the assumption that the more people who are actively involved in the program, the more supporters it will have; and 3) increase the resources available to the program on the assumption that the people involved will share their networks and resourcefulness to improve the program.

After the teacher has thought through the arguments for working with an advisory committee, he or she will need to deliberate on what they will do. Many options are possible from that of virtually ignoring the committee until it is time for a meeting and briefing committee

members as little as possible on the program, to the opposite scenario. Settle for a moderate position between these extremes. Then, meet with the school administrator to arrange for the committee to operate.

Next, the teacher needs to select the committee members. A number of standard categories of representation are listed below, but the teacher can think through other possible categories to come up with a group of advisors who are uniquely appropriate for each program. Consider:

- a parent of a student in the program
- a graduate of the program
- a minister, rabbi, or preacher
- a representative of a home economics occupation
- a marriage counselor
- a representative from businesses or stores upon which the program relies for supplies
- an entrepreneur from a home economics subject area (e.g. home crafts person, personal sewer/tailor, child care giver, cake baker, home decorator, etc.)
- a single parent
- a displaced homemaker
- an elderly person
- a handicapped homemaker
- a representative of the minority culture in the community
- an adult teacher of home economics.

This list is not exhaustive. However, be selective in choosing committee members. Select people you respect and trust and who will inspire the best in others. Select successful people who influence the life of the community. These people may be more difficult to get to serve, but the extra effort will be well invested.

Once selected, talk to them and send them a letter to formalize the agreement to serve as advisors. Bring them together for an informal session prior to the first official meeting to allow a chance for each member to become comfortable with the others. Use some "ice breakers" from your teaching skills to encourage an easy interaction among the members.

When you start the meeting, plan to have a written agenda to follow for the course of the meeting. I recommend that the teacher **NOT** serve as chairperson for the group. Have an election to select the chair or presider at the first meeting. The teacher should plan to assist the chairperson in any way that may be needed. Besides someone to preside over the meeting, a recorder or secretary is needed to summarize the activities of the committee for a record. This job may need to be given to the school's secretary or a willing student if the content of the meeting does not contain sensitive information.

Some logical jobs for the committee include the following items:

- review of the program offerings, their rationales and recent records of enrollments, etc.
- brainstorm and review of the short and long-range plans for the future of the program
- examine and review recent projects associated with the program
- consideration of the needs the program now serves and could serve in the school, community, region, etc.
- consideration of the experiences and program evaluations of students enrolled in the program—what improvements can be made?
- review and follow-up of any recent evaluations of the program by administrators, or exterior agencies.

Again, this is not an exhaustive list.

Be very conscientious in working with your committee and dutifully follow through on any tasks for which you have taken responsibility. You must maintain the respect and trust of your committee and model the behavior you expect of your members.

It may be useful or necessary to break the committee into smaller working groups at a meeting or between meetings to accomplish its work. Be very reasonable about any outside assignments as this effort counts as volunteered community service by your members.

Consider the advisory committee as a special group of friends or advocates who need to be kept informed about your program. They may need to be brought up-to-date about legislation affecting education and your program, new technology that is changing the work of the family,

and/or demographic changes affecting the school and community. Work with them to clarify and to understand how external changes will affect the program and how internal program changes will affect life beyond the school.

It is a gesture of appreciation to honor your advisors at a dinner or reception each year. Make certain that it is a pleasant experience for them and that they are acknowledged and credited for the help and support they extend to you and your program.

The following figure provides an assessment tool for reviewing the functioning of advisory committees.

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## SELF-ASSESSMENT
## ADVISORY COMMITTEES*

| Yes | No | |
|---|---|---|
| ____ | ____ | 1. Advisory committee members' nominations are reviewed and members are appointed by the highest authority or body. |
| ____ | ____ | 2. The advisory committee has updated bylaws, including terms of offices, their responsibilities, and defined procedures for operation. |
| ____ | ____ | 3. The advisory committee has regularly scheduled meetings. |
| ____ | ____ | 4. The advisory committee has a published annual program of activities. |
| ____ | ____ | 5. Leadership in the operation of the advisory committee is provided by the members. |
| ____ | ____ | 6. Advisory committee minutes and reports are distributed to the members. |
| ____ | ____ | 7. The administration and Board of Education respond annually, in writing, to recommendations of the advisory committee. |
| ____ | ____ | 8. The advisory committee annually evaluates its program, its progress, and celebrates its achievements. |
| ____ | ____ | 9. Recognition is provided members for service and/or contributions, etc. |
| | | 10. The advisory committee is actively engaged in: |
| ____ | ____ | a. assessing labor market needs. |
| ____ | ____ | b. the budget process. |
| ____ | ____ | c. program evaluation. |
| ____ | ____ | d. curriculum revision and updating—implementing competency-based curriculum. |
| ____ | ____ | e. improving relevancy of academic subjects to skills training. |
| ____ | ____ | f. student recruitment. |
| ____ | ____ | g. student placement. |
| ____ | ____ | h. teacher recruitment. |
| ____ | ____ | i. public relations for the school and program. |
| ____ | ____ | j. identifying employee needs. |
| ____ | ____ | k. coordinating vocational education opportunities with PIC's, CBO's, other educational institutions, etc. |
| ____ | ____ | l. being or providing speakers to vocational classes and/or teaching special skill areas. |
| ____ | ____ | m. assisting in developing a program of visits to business and industry. |
| ____ | ____ | n. meetings with the joint operating committee and the professional advisory committee. |

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*Adapted from, Self Assessment: General Advisory and Craft Committees. *PACVE Update* (The Pennsylvania Advisory Council on Vocational Education), 4(2), Winter 1984, p. 5.

# NETWORKING FOR A COMPREHENSIVE PROGRAM

*Dorothy E. Pomraning*

Another effective tool for home economics program promotion is networking. Networking is described as an informal way of connecting persons who have similar values and interests. This is not to imply a lack of organization, but that networking occurs face to face, by telephone, or by letter rather than within the formal structure of a meeting. It is a personal link to share information, test an idea, or "spread the word" about ongoing activities. Networks provide an inexpensive way to keep people informed.

Parker and Hedin (1983) identify the following characteristics of effective networks:

1. Persons involved share commitment to the idea or program
2. There is a feeling of shared purpose within the group
3. There is an openness in sharing information while using discretion in using information
4. Members participate voluntarily and feel equal in the group
5. Professional and personal support are combined
6. The group facilitator could be one or several of the members.

## Start Where You Are

A network can be developed by beginning with yourself and your colleagues. Then list those who know your department, what your program is, and what the benefits are. These may be fellow teachers or acquaintances. Ask others to suggest people who care about home economics, include supportive parents of students, former students, present students, other professionals who have an interest in home economics, and representatives of agencies who work with individuals and families. When you have developed a list, star or circle those you believe would make a nucleus, the first contacts in developing your network.

> Before contacts are made with others outside the department, the staff should coordinate their ideas about the philosophy and rationale for the program. They will need to be sure they stand together in their reasons a program should exist and that their philosophy and rationale reflect current thinking.

Network building can be formal or informal. At first, department personnel may decide program promotion should proceed formally. They may decide on key contact people. These first contacts may be persons who have influence in decision making about the program or persons who are good spokespersons.

> **Planning for making contacts.** List advantages of the program and the contribution made by it to quality of life in the community.

Feedback from these persons is helpful. It is important they tell you what they think is studied in home economics and what impressions the department conveys to the community. For the initial contacts, face to face contact seems more effective than phoning or writing. Comments and facial expressions help in assessing what persons think and how they rate a program.

After the staff has communicated with those in the community they decided were the critical contacts, the circles should begin to expand. The first contacts should function as resource persons who will talk to and obtain ideas from others. The circles are endless.

> A word of caution—be sure you have your program condensed to well understood ideas and language. Offer to put this information in writing for persons. You will want to be sure ideas and interpretations do not get muddled.

Networking can be done informally whenever informed people have an opportunity to talk over ideas. Program information needs to be available for discussion.

## The Network Grows

Members of networks need to have:

1. Information to pass on and
2. Ideas about with whom to communicate.

Suggest members of the community, parents, and students you believe should be informed about the program. Ask the persons who have become the first links in the network to suggest persons they know and with whom they would be willing to initiate contact.

Suggestions of persons to contact might include: the clergy, human service agency personnel, legislators, news media personnel, employers, and business people.

## The School Connection

Another branch of a network will involve those who have a school connection. This group begins with the students in home economics classes and the information and impressions they pass to their parents, other students, teachers, counselors, administrators, school board members, and persons in the community with whom they have contact. If they are made aware of program goals and how they are achieved, they will relay positive information to others about the department and the program. Former students often maintain school contacts and may become advocates for the program as learnings become more apparent and useful to them. Be sure to maintain contacts with these persons who are now involved in the community as employees, parents, and members of community organizations.

## The Professional Connection

Home economics teachers should not overlook the potential for helping one another keep programs current and relevant by sharing ideas and problems. Professional organizations, as well as informal groups in the county and state, are great networks for support and for contact with legislators and other policy making groups.

Don't underestimate the power of these networks. In one state, curriculum requirements were being revised and home economics was to be dropped from the list of subjects schools had to offer. A letter campaign, instigated through a network, resulted in a flood of letters to the Board of Education. The vocational education representative of the state teachers organization commented that the letters had gotten the Board of Education's attention. The Board knew home economics teachers were informed and believed in the importance of their subject.

Workshops, conventions, and inservice education sessions provide opportunities to initiate contacts with other teachers, teacher educators, and representatives of the profession throughout the nation. These are opportunities to develop a personal network. Resources can be obtained and alternatives available to solve problems can be discovered.

## What is Your Message?

The world is media conscious. Successes and failures are loudly proclaimed. The message that is transmitted to others often depends on the information which is made available. Communication about the program and developing support are not jobs that can be done alone. We need a chain made up of persons who provide the linkage with concerned persons outside classrooms and departments. A network expands and strengthens public relations efforts.

## TRADE-OFFS AND PAY-OFFS

*Cathleen T. Love*

Home economics is much more than a "frill" in the curriculum. Promoting our programs will convince others of the value of our discipline and ensure that future generations have the opportunity to take advantage of it. This monograph gives examples of bases and strategies for promoting home economics programs in schools and localities.

The process of promoting programs demands some trade-offs, but these will lead to important pay-offs. Investigating communities to determine what contemporary issues are most relevant to students requires time and energy. Contracts have to be made and research has to be done to explore relationships between national trends and life in local communities. The study and use of computers, for example, is a popular trend in education, but if a given district has a high unemployment or poverty rate, there may be a need to give computers a lower priority in curriculum decision making.

The pay-offs for knowing the community are relevant courses in which students can make connections to their out-of-school life. Community members will respect our interest in their present needs, and support for home economics will grow.

Performing needs assessments will take money as well as time and energy. The pay-off will be data which will be useful for increasing program resources from external sources such as funding agencies, and business and industry. A trade-off may be that home economists will find a lack of community support for some favorite courses. We have to be willing to assess data honestly and react accordingly. Communities will likely support studies they feel are unbiased, but will react negatively if data are manipulated in biased ways.

Networking can provide pay-offs for the home economics program. Teachers can locate instructional resources and identify persons with expertise in areas related to home economics. Networking also provides a chance to increase visibility and support for the home economics program. Networking as part of professional organization activities or involvement provides access to national, state, and local leadership with respect to curriculum design, legislative issues, and subject-matter content.

The trade-offs for networking will also be time, energy, and money. Professional organizations need our financial support to supply assistance for our programs. These organizations also need members who are willing to contribute time and energy to committees which carry out organization activities.

Another trade-off in networking may be the bartering for our services. People will assist in our efforts if we will assist in theirs. Advisory committee members, for example, may be happy to serve on our committee, provided that when they have a request, we are willing to reciprocate. This may add to our responsibilities, but it will also add to our visibility.

The pay-off of having an advisory committee is community members who are informed about the concerns and successes of home economics education. Each member of the committee takes that information to their networks and support for the program multiplies.

Sharing some of the tasks which will help in promoting home economics programs will eliminate some of the trade-offs. For example, the FHA/HERO student organization might undertake one or more projects that could also serve to publicize the home economics program. Help may also be available from other teachers. Pooling efforts can help lessen the demands on time and energy.

Home economics education is an asset to all school programs. The subject matter we teach touches people's lives directly on a daily basis. Helping others understand the role of home economics education in shaping the future health of families, and thus of communities and the nation, is essential to the promotion of programs. The strategies in this monogram provide beginning ideas for this process. The trade-offs will not be insignificant. The pay-off, however, will be the continued provision of the only form of education which has as its primary focus, the health and well-being of the family, the most basic unit of society.

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